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ABSTRACT

A copy of the Zip Test, designed to determine quickly the grade placement of a migrant child in reading and math and to assess his English language facility, is presented. The purpose of the test is to locate the instructional level at which the child can effectively use mathematics and reading books and to indicate his ability to conceptualize verbally in English. The test is not intended for use in chronological grade placement. The test consists of a group of pictures of objects and activities, a series of simple words, six brief stories (each consisting of only a few sentences), a series of multiple-choice word opposites, a group of shapes and numbers, and a series of arithmetic problems. Two forms for use in recording the child's performance on the test and placement level are also presented. (KM)

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ZIP TEST

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TM 003 207

NEW YORK STATE CENTER FOR MIGRANT STUDIES

REGION II OFFICE OF MIGRANT EDUCATION
A Component of the California Plan
for the Education of Migrant Children

California State Department of Education
Office of Compensatory Education
Bureau of Community Services and Migrant Education
ESEA - Title I - P. L. 89-750

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ZIP TEST

Developed by Project EDINN
A Supplementary Educational Center which serves
Monterey, San Benito, Santa Cruz Counties, California

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Norval C. Scott, Jr.

Program Associate

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Published by
Butte County Office of Education
Thomas E. Evans, Superintendent

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In Cooperation with
California State Department of Education
Office of Compensatory Education
Bureau of Community Services and Migrant Education
ESEA - Title I - P. L. 89-750

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We are grateful to many persons for their helpful suggestions and assistance in the development of the Zip Test. The teachers, teaching-aides, and administrators in the Central Salinas Valley of Monterey County are to be commended for their part in the first stage of the test's development.

A vital part was played by the educational personnel of Merced, San Joaquin, and Butte Counties during the second stage of the instrument's field testing. Many thanks are due the curriculum coordinators, teachers, teaching-aides, school secretaries, Mini-Corpsmen and administrators who were involved in this phase of the operation.

We extend our thanks to Dr. Norval C. Scott, who directed the development and field testing of the Zip Test.

Finally, we are most grateful to the many migrant children who were involved in the various phases of the development. Their response to the added attention which the test provided them was heart-warming.

FOREWORD

The Zip Test was developed in response to a survey taken in the Central Salinas Valley of Monterey County, California, which indicated a pressing need for an instrument that could be administered by any available competent adult. It must determine quickly and with reasonable accuracy the grade placement of a migrant child in reading and math and assess his English language facility.

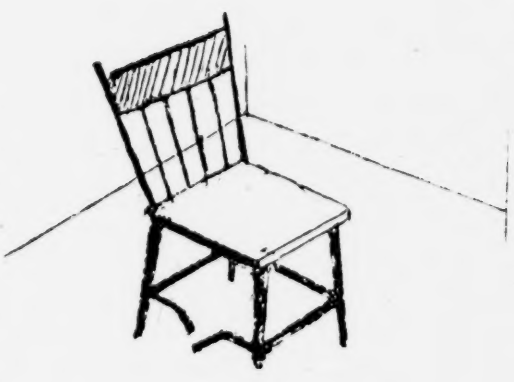
The purpose of the test is to locate the instructional level at which a child can effectively use a mathematics book and a reader, and to indicate his ability to conceptualize verbally in the English language. This test should not be used for chronological grade placement. The test facilitates the migrant child's rapid placement into a productive learning situation upon his arrival at school and eliminates vital periods of sterile exposure to learning situations in which he cannot respond.

a

b

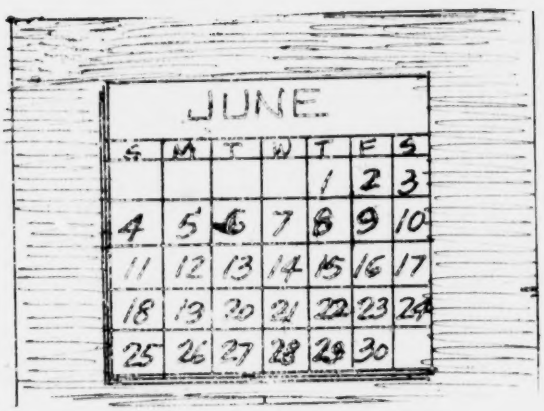
c

d

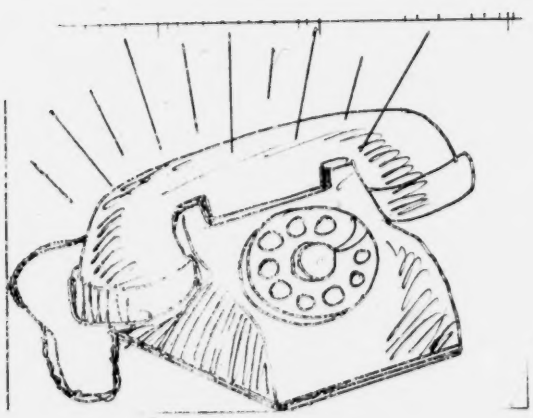


e

f


JUNE
S M T W T F S
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30

g



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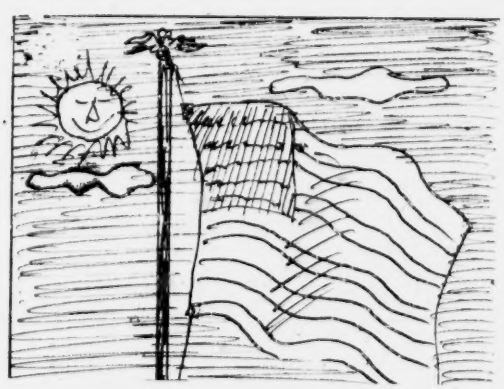


come the see can and

for here we this green

big down blue have make

call but some who eat

after from give soon cold

made them when once always

because done grow small hold

early second become close earth

against really which should heavy

STORY A

Juan said, "We can play at our little green house."
Roberto said, "I have a big toy that we can ride.
The toy is blue."
Juan said, "We can go down to the house.
I can play at the house."

STORY B

Father was ready to paint the truck.
Maria will help father.
He said the new color was yellow.
Maria said, "What a good color!"
Father said, "The truck will go fast to the store."

STORY C

A woman saw some lettuce on a farm. She wanted some for a picnic. The man on the tractor gave her the lettuce. She put it in her basket.

STORY D

Jose lived on a farm. He worked in the fields. Maria was his sister. She milked the cows. When Jose was done, he would play near the fence. Then the family would go to town.

STORY E

Once there was a hungry squirrel who lived in a tree. He climbed down to the ground to look for some nuts. Just then, a dog barked at him. The squirrel thought the dog was after him. So he went back up with his mouth empty.

STORY F

Ernest watched the boys finish the baseball game. He decided to play with them the next time. Suddenly he remembered that his father wanted him to carry in wood for the stove. "My," he thought, "if I should finish early tomorrow, I believe I would be able to play in the afternoon."

W O R D O P P O S I T E S

Directions: Pick a word in each line which means the opposite or nearly the opposite of the numbered word. Point to it.

Example:

	a	b	c	d
1. no	oh	yes	not	go

1. east	late	west	full	decide
2. easy	hard	born	feast	luck
3. gentle	wild	lift	prayer	apron
4. part	really	young	whole	short
5. meat	pitch	below	trade	vegetables
6. merry	caught	discontented	feet	present
7. mind	slide	wear	awake	body
8. silly	half	forest	smart	finish
9. swift	neck	slow	meal	promise
10. wide	pound	sent	thin	nest

1. north	paddle	abroad	south	closed
2. clever	dipped	stupid	saucer	rakes
3. hollow	gnawing	tallow	full	rig
4. fastened	sister	larger	reef	loose
5. inch	wisely	mile	locomotive	tanks
6. growling	smiled	repairing	steep	lump
7. palace	praying	useful	garage	loved
8. held	pitch	reef	servant	engineer
9. gathered	telescope	hurrah	ranger	spread
10. resting	whole	scampered	valley	teeth

WORD OPPOSITES

Directions: Pick a word in each line which means the opposite or nearly the opposite of the numbered word and point to it.

Example:

	a	b	c	d
1. no	[illegible]	yes	not	maybe

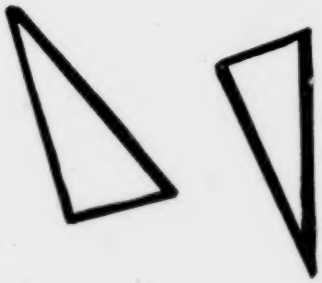
1. smoothly	[illegible]	roughly	escape	patiently
2. perfect	[illegible]	gleaming	helmet	narrow
3. succeed	urge	flight	fail	offering
4. wisdom	least	rough	drove	nonsense
5. rising	echoing	sinking	groaning	gazing
6. alert	unaware	main	though	clatter
7. tilted	target	lawn	level	curious
8. rude	lame	fault	shut	nice
9. scarce	square	plentiful	example	rid
10. appear	tickle	fifth	vanish	sword

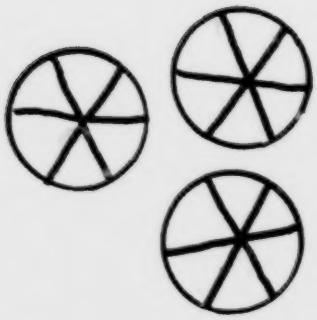
1. slender	broad	glimpse	rely	quit
2. queer	aim	regular	holiday	phrases
3. started	complete	drew	calm	shearing
4. ugly	fooled	swollen	handsome	fury
5. reward	meekly	punishment	various	shelf
6. ignorant	object	roaming	prosper	educated
7. sensible	position	stump	searched	bewildered
8. terrified	common	undaunted	odds	further
9. brilliant	fountain	plus	dull	invisible
10. bound	released	familiar	attend	count

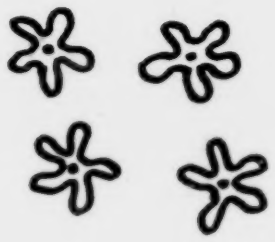
WORD OPPOSITES

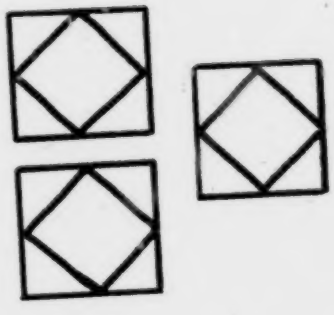
	a	b	c	d
1. rugged	inferior	sleek	clipping	entry
2. plumb	cement	fringed	spiral	acquainted
3. superior	entry	inferior	chores	vernacular
4. reverence	sneer	mellow	crisp	comment
5. congratulate	securely	quote	criticize	active
6. admiration	relaxation	section	hatred	pupils
7. reveal	respond	huddle	patterns	deceive
8. tragic	humorous	misery	pardon	deter
9. stout	depth	fragile	conscious	anxiety
10. joyous	width	solemn	glinting	lain

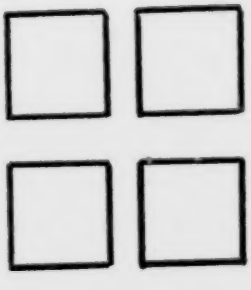
1. affable	repugnant	benign	fluctuate	laden
2. cumbersome	impressed	deft	warily	enormous
3. distorted	fragile	concise	irresistible	acclaimed
4. benefactor	shrewd	gesture	tyrant	gesture
5. remote	perplexed	grateful	ferocious	nigh
6. triumph	formula	scowled	defeat	solar











12345

678910

SHORT FORM

Name _____

ADDITION

A.	1 + 2	3 + 2	5 + 3	4 + 2	3 + 6
B.	6 + 4	7 + 6	9 + 8	15 + 3	14 + 5
C.	21 + 7	32 + 5	76 + 3	82 + 6	
D.	12 3 + 4	15 1 + 3			
E.	23 +56	68 +31			
F.	52 + 8	65 + 7	79 + 8		
G.	54 +78	63 +49	94 +67		
H.	428 +73	349 +52			

I. $\begin{array}{r} 525 \\ +\ 236 \\ \hline \end{array}$ $\begin{array}{r} 135 \\ +\ 617 \\ \hline \end{array}$

J. $\begin{array}{r} 768 \\ +\ 454 \\ \hline \end{array}$ $\begin{array}{r} 809 \\ +\ 692 \\ \hline \end{array}$ $\begin{array}{r} 637 \\ +\ 485 \\ \hline \end{array}$

SUBTRACTION

A. $\begin{array}{r} 4 \\ -\ 1 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -\ 3 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -\ 4 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -\ 2 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -\ 3 \\ \hline \end{array}$

B. $\begin{array}{r} 18 \\ -\ 5 \\ \hline \end{array}$ $\begin{array}{r} 17 \\ -\ 6 \\ \hline \end{array}$ $\begin{array}{r} 19 \\ -\ 4 \\ \hline \end{array}$

C. $\begin{array}{r} 49 \\ -\ 6 \\ \hline \end{array}$ $\begin{array}{r} 28 \\ -\ 5 \\ \hline \end{array}$ $\begin{array}{r} 65 \\ -\ 3 \\ \hline \end{array}$

D. $\begin{array}{r} 84 \\ -\ 32 \\ \hline \end{array}$ $\begin{array}{r} 67 \\ -\ 54 \\ \hline \end{array}$ $\begin{array}{r} 98 \\ -\ 61 \\ \hline \end{array}$

E. $\begin{array}{r} 81 \\ -\ 8 \\ \hline \end{array}$ $\begin{array}{r} 66 \\ -\ 7 \\ \hline \end{array}$ $\begin{array}{r} 30 \\ -\ 4 \\ \hline \end{array}$

Name _____

ADDITION

A.

1	3	5	4	3
+ 2	+ 2	+ 3	+ 2	+ 6

B.

6	7	9	15	14
+ 4	+ 6	+ 8	+ 3	+ 5

C.

21	32	76	82
+ 7	+ 5	+ 3	+ 6

D.

12	15
3	1
+ 4	+ 3

E.

23	68
+56	+31

F.

52	65	79
+ 8	+ 7	+ 8

G.

54	63	94
+78	+49	+67

H.

428	349
+73	+52

I. $\begin{array}{r} 525 \\ +\ 236 \\ \hline \end{array}$ $\begin{array}{r} 135 \\ +\ 617 \\ \hline \end{array}$

J. $\begin{array}{r} 768 \\ +\ 454 \\ \hline \end{array}$ $\begin{array}{r} 809 \\ +\ 692 \\ \hline \end{array}$ $\begin{array}{r} 637 \\ +\ 485 \\ \hline \end{array}$

SUBTRACTION

A. $\begin{array}{r} 4 \\ -\ 1 \\ \hline \end{array}$ $\begin{array}{r} 5 \\ -\ 3 \\ \hline \end{array}$ $\begin{array}{r} 6 \\ -\ 4 \\ \hline \end{array}$ $\begin{array}{r} 9 \\ -\ 2 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -\ 3 \\ \hline \end{array}$

B. $\begin{array}{r} 18 \\ -\ 5 \\ \hline \end{array}$ $\begin{array}{r} 17 \\ -\ 6 \\ \hline \end{array}$ $\begin{array}{r} 19 \\ -\ 4 \\ \hline \end{array}$

C. $\begin{array}{r} 49 \\ -\ 6 \\ \hline \end{array}$ $\begin{array}{r} 28 \\ -\ 5 \\ \hline \end{array}$ $\begin{array}{r} 65 \\ -\ 3 \\ \hline \end{array}$

D. $\begin{array}{r} 84 \\ -\ 32 \\ \hline \end{array}$ $\begin{array}{r} 67 \\ -\ 54 \\ \hline \end{array}$ $\begin{array}{r} 98 \\ -\ 61 \\ \hline \end{array}$

E. $\begin{array}{r} 81 \\ -\ 8 \\ \hline \end{array}$ $\begin{array}{r} 66 \\ -\ 7 \\ \hline \end{array}$ $\begin{array}{r} 30 \\ -\ 4 \\ \hline \end{array}$

F.
$$\begin{array}{r} 47 \\ -\ 39 \\ \hline \end{array} \qquad \begin{array}{r} 88 \\ -\ 59 \\ \hline \end{array} \qquad \begin{array}{r} 90 \\ -\ 37 \\ \hline \end{array}$$

G.
$$\begin{array}{r} 483 \\ -\ 59 \\ \hline \end{array} \qquad \begin{array}{r} 365 \\ -\ 47 \\ \hline \end{array}$$

H.
$$\begin{array}{r} 570 \\ -\ 146 \\ \hline \end{array} \qquad \begin{array}{r} 694 \\ -\ 577 \\ \hline \end{array}$$

I.
$$\begin{array}{r} 367 \\ -\ 278 \\ \hline \end{array} \qquad \begin{array}{r} 902 \\ -\ 546 \\ \hline \end{array} \qquad \begin{array}{r} 800 \\ -\ 632 \\ \hline \end{array}$$

MULTIPLICATION

A.
$$\begin{array}{r} 2 \\ \times\ 3 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ \times\ 8 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times\ 6 \\ \hline \end{array} \quad \begin{array}{r} 3 \\ \times\ 9 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times\ 8 \\ \hline \end{array} \quad \begin{array}{r} 4 \\ \times\ 9 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times\ 6 \\ \hline \end{array} \quad \begin{array}{r} 5 \\ \times\ 9 \\ \hline \end{array}$$

B.
$$\begin{array}{r} 6 \\ \times\ 4 \\ \hline \end{array} \quad \begin{array}{r} 6 \\ \times\ 8 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times\ 9 \\ \hline \end{array} \quad \begin{array}{r} 7 \\ \times\ 7 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times\ 5 \\ \hline \end{array} \quad \begin{array}{r} 8 \\ \times\ 7 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times\ 6 \\ \hline \end{array} \quad \begin{array}{r} 9 \\ \times\ 8 \\ \hline \end{array}$$

C.
$$\begin{array}{r} 33 \\ \times\ 3 \\ \hline \end{array} \qquad \begin{array}{r} 51 \\ \times\ 5 \\ \hline \end{array} \qquad \begin{array}{r} 82 \\ \times\ 6 \\ \hline \end{array} \qquad \begin{array}{r} 74 \\ \times\ 8 \\ \hline \end{array}$$

D. $\begin{array}{r} 54 \\ \times\ 67 \\ \hline \end{array}$ $\begin{array}{r} 38 \\ \times\ 92 \\ \hline \end{array}$ $\begin{array}{r} 47 \\ \times\ 56 \\ \hline \end{array}$

E. $\begin{array}{r} 738 \\ \times\ 36 \\ \hline \end{array}$ $\begin{array}{r} 967 \\ \times\ 62 \\ \hline \end{array}$

F. $\begin{array}{r} 7.567 \\ \times\ .8 \\ \hline \end{array}$ $\begin{array}{r} 817 \\ \times\ .05 \\ \hline \end{array}$

DIVISION

A. $5\overline{)73}$ $7\overline{)94}$

B. $10\overline{)68}$ $40\overline{)92}$

C. $25\overline{)8587}$ $64\overline{)7343}$

D. $.5\overline{).555}$ $1.2\overline{)36.36}$

FRACTIONS

A. $\frac{2}{3} + \frac{2}{3}$ $\frac{4}{6} + \frac{5}{6}$

B. $1\frac{4}{5} - \frac{2}{5}$ $1\frac{1}{6} - \frac{5}{6}$

C. $8\frac{1}{12} + 7\frac{5}{12}$ $\qquad$ $12\frac{1}{10} + 16\frac{1}{10}$ $\qquad$ $3\frac{1}{5} + 2\frac{2}{5}$

D. $7\frac{4}{5} - 3$ $\qquad$ $8\frac{3}{5} - 4$

E. $4\frac{1}{12} + 1\frac{1}{2}$ $\qquad$ $8\frac{3}{4} + 6\frac{1}{2}$

F. $15\frac{5}{16} - 6\frac{1}{4}$ $\qquad$ $13\frac{1}{5} - 7\frac{9}{10}$

ZIP TAB SHEET

Name_____ Date_____ Age_____ School_____

LANGUAGE FACILITY SECTION

Picture	Response Number	Picture	Response Number	
a	0 1 2 3 4 5	e	0 1 2 3 4 5	
b	0 1 2 3 4 5	f	0 1 2 3 4 5	
c	0 1 2 3 4 5	g	0 1 2 3 4 5	Grand Total,
d	0 1 2 3 4 5	h	0 1 2 3 4 5	Pages 1 & 2
Page 1 Total_____		Page 2 Total_____		_____

READING SECTION

Word Recognition
Part A

PP^2	come	____
PP^3	for	____
P	big	____
1	call	____
2^1	after	____
2^2	made	____
3^1	because	____
3^2	early	____
4	against	____

Reading Comprehension
Part B

STORY A (PP^3)	STORY D (2^1)
1. ____	1. ____
2. ____	2. ____
3. ____	3. ____
4. ____	4. ____
5. ____	5. ____
STORY B (P)	**STORY E (2^2)**
1. ____	1. ____
2. ____	2. ____
3. ____	3. ____
4. ____	4. ____
5. ____	5. ____
STORY C	**STORY F**
1. ____	1. ____
2. ____	2. ____
3. ____	3. ____
4. ____	4. ____
5. ____	5. ____

Word Opposites
Part C

3^2	5	7
1. ____	1. ____	1. ____
2. ____	2. ____	2. ____
3. ____	3. ____	3. ____
4. ____	4. ____	4. ____
5. ____	5. ____	5. ____
6. ____	6. ____	6. ____
7. ____	7. ____	7. ____
8. ____	8. ____	8. ____
9. ____	9. ____	9. ____
10. ____	10. ____	10. ____
4	**6**	**7+**
1. ____	1. ____	1. ____
2. ____	2. ____	2. ____
3. ____	3. ____	3. ____
4. ____	4. ____	4. ____
5. ____	5. ____	5. ____
6. ____	6. ____	6. ____
7. ____	7. ____	
8. ____	8. ____	
9. ____	9. ____	
10. ____	10. ____	

MATH SECTION

Knows sets_____ Knows numerals_____

*Addition Level_____ *Multiplication Level_____

*Subtraction Level_____ *Division Level_____ *Fraction Level_____

*Grade Designation

ZIP LOCATOR FORM

Name_____ Age_____ Date_____

School_____ Interviewer_____

ENGLISH LANGUAGE FACILITY

Communication ability (circle appropriate numbers):

37-40 excellent

33-36 very good

29-32 good

25-28 slightly above average

21-24 average

17-20 just below average

13-16 poor

9-12 very poor

1-8 none, or nearly so

READING PLACEMENT
(indicate appropriate level)

word recognition _____ level

comprehension _____ level

word opposites _____ level

MATH PLACEMENT

Math Readiness (check if child does not know sets or numerals) _____

Book Level	Addition	Subtraction	Multiplication	Division	Fractions
1					
2					
3					
4					
5					
6					
7					

Check highest level in each section. Leave a section blank if it does not apply.

REMARKS_____

_____